Chapter 3: Pronouns

8th Grade Notes

Lesson 1: What is a Pronoun?

* **A pronoun is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or another pronoun.**
* **Like a noun, a pronoun can refer to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **The word a pronoun refers to is called its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  + Maria was lost. She didn’t panic.
  + She checked the flashlight. It had batteries.
* **Pronouns such as we, I she, them, and it are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  + **Personal pronouns have a variety of forms to indicate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Person and Number**
* There are first-person, second-person, and third-person personal pronouns, each having both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forms.

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| * **Singular** | * **Plural** |
| * I shivered. | * We lit a fire. |
| * You slept. | * You all fell asleep. |
| * She saw a light. | * They ran toward it. |

* **Case**
  + Each personal pronoun form has three cases: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Which form to use depends on the pronoun’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Case** | **Example** |
| Subject | She took a deep breath. |
| Object | Jerry told her about the problem. |
| Possessive | I like your story better than mine. |

**Forms of Personal Pronouns**

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|  | **Subject** | **Object** | **Possessive** |
| **Singular**  \_\_\_\_\_\_\_\_\_\_\_\_ person  Second Person  Third Person | I  \_\_\_\_\_\_\_\_\_  He, she, it | Me  You  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | My, mine  Your, yours  His, her, hers, its |
| **Plural**  First Person  \_\_\_\_\_\_\_\_\_\_\_\_ Person  Third Person | We  You  They | \_\_\_\_\_\_\_\_\_\_  You  Them | Our, ours  Your, yours  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Lesson 2: Subject Pronouns

* **A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun is used as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a sentence or as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after a linking verb.**
* **Subject Pronouns**

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| --- | --- |
| **Singular** | **Plural** |
| I | \_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | You |
| He, she, it | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

* **Pronouns as Subjects**
  + Use a subject pronoun when the pronoun is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or part of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ subject.
    - The Apollo program was a great success. It got us to the moon.
    - You and I both think we should go on to Mars.
* **Predicate Pronouns**
  + A predicate pronoun follows a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verb and identifies the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ case for predicate pronouns.
    - They greatest astronauts were \_\_\_\_\_\_\_\_\_\_\_\_.
    - The biggest supporters were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - The first astronaut on Mars will be \_\_\_\_\_\_\_\_\_\_\_.
* **Remember, the most common linking verbs are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, including *is, am, are, was, were, has been, have been, can be, will be, could be,* and *should be.***

Lesson 3: Object Pronouns

* **An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun is used as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ object, an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ object, or an object of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **Object pronouns**

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| **Singular** | **Plural** |
| Me | Us |
| You | You |
| Him, her, it | Them |

* **Direct Objects**
  + The pronoun receives the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and answers the question whom or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Bad storms scare me.
    - Do you like them?
* **Indirect objects**
  + The pronoun tells \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or for whom or what an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is performed.
    - Give me an explanation of how hurricanes form.
    - I told him the story of Hurricane Floyd.
* **Object of a Preposition**
  + The pronoun follows a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as *to, from, for, against, by*, or *about*.
    - When he sees big storms, he runs from them.
    - The storm is coming straight at us.
  + Always use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronouns after the preposition *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
    - It’s a contest between him and me.

Lesson 4: Possessive Pronouns

* **A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun is a personal pronoun used to show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **Possessive Pronouns**

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| **Singular** | **Plural** |
| My, mine | Our, ours |
| Your, yours | Your, yours |
| Her, hers, his, its | Their, theirs |

* **The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronouns *my, your, her, his, its, our*, and *their* come \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  + The dog pricked up its little ears.
  + It saw the boy and heard his loud cry for help.
  + The owner and his best friend came to the rescue.
* **The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronouns *mine, ours, yours, his, hers, its* and *theirs* can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a sentence.**
  + This cat is mine. That cat is his.
  + Is the striped cat yours? No, mine is all black.
  + What color is his? Hers hasn’t come yet.
* **Possessive pronouns and contractions**
  + Some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronouns sound like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Its/it’s
    - Their/they’re
    - Your/you’re
  + Because these pairs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, writers often confuse possessive pronouns and contractions.
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronouns \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to show where letters have been removed.

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| **Possessive Pronouns** | | **Contractions** | |
| Its | Its paws are muddy. | It’s | It’s been a long day. |
| Your | Your dog is nice | You’re | You’re all right. |
| Their | Their dog is smart. | They’re | They’re proud of her. |

Lesson 5: Reflexive and Intensive Pronouns

* **A pronoun that ends in –self or –selves is either a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun.**
* **Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**
* **Reflexive Pronouns**
  + A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun refers to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and directs the action of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ back to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Reflexive pronouns are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - The Carson family tried to lift themselves out of poverty.
    - Ben Carson dedicated himself to becoming a doctor.
  + Notice that if you \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the reflexive pronoun, the sentence no longer makes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **Intensive Pronouns**
  + An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun emphasizes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ within the same sentence.
  + Intensive pronouns are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the meaning of the sentence.
    - You yourself have overcome many hardships.
    - Dr. Carson himself has survived great poverty.
  + Notice that when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun, the sentence still makes sense.
* **Avoid the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which are grammatically incorrect.**
* **Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ instead.**

Lesson 6: Interrogatives and Demonstratives

* **Interrogative Pronouns**
  + An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun is used to introduce a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + The interrogative pronouns are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - Who used up all the water?
    - Whose cup is this?
  + Don’t confuse *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* with *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*. *Who’s* is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, meaning *who is. Whose* is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun.
    - *Who’s missing?*
    - *Whose book is this?*
* **Using Who and Whom**
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is always used as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Who called the power company? (subject)
    - The electrician is who? (predicate pronoun)
* **Using Who and Whom**
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is always an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Whom did you call? (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ object)
    - You gave whom my number? (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ object)
    - To whom did you speak? (object of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
* **Choosing Who or Whom in a question:**
  + (Who/Whom) will you see?
    - Rewrite the question as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
      * You will see (who/whom).
    - Decide if the pronoun is used as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Try using \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ as substitutes. If \_\_\_\_\_\_\_\_\_\_\_\_\_\_ works, choose *whom*. If \_\_\_\_\_\_\_\_\_\_\_ works, choose *who*.
      * You will see (he/him).
      * You will see whom.
    - Use the correct form for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
      * Whom will you see?
* **Demonstrative Pronouns**
  + A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a person, place, thing, or idea.
  + The demonstrative pronouns– *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_–* are used alone in sentences as shown below.
    - That is a circuit breaker.
    - Those are electrical appliances.
* **Demonstrative Pronouns**
  + Never use *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* or *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* with demonstrative pronouns.
  + The pronoun already tells which on or ones.
  + *This* and *these* point out things that are \_\_\_\_\_\_\_\_\_\_\_\_\_, or *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
  + *That* and *those* point out things that are far \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
    - This here is a dead refrigerator.
    - That there is five pounds of rotting food.

Lesson 7: Pronoun-Antecedent Agreement

* **The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the noun or pronoun that a pronoun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to.**
* **The antecedent and the pronoun can be in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence or in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentences.**
  + The Hopi people made their homes in the desert.
  + The Hopi settled what is now Arizona. They have been here for more than ten centuries.
* **Pronouns must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with their antecedents in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **Agreement in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + Use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun to refer to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ antecedent.
    - Hopi culture, in all its forms, is alive and well.
  + Use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun to refer to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ antecedent.
    - Traditional members keep cattle on their farms.
* **Agreement in Person** 
  + The pronoun must agree in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the antecedent.
    - Tribal elders tell the myths of their people.
    - We like to listen to our grandparents’ stories.
  + Avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from one person to another in the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Visitors realize you can learn from other cultures.
    - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Visitors realize they can learn from other cultures.
* **Agreement in Gender**
  + The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a pronoun must be the same as the gender of its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Personal pronouns have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gender forms.
    - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: he, his, him
    - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: she, her, her/hers
    - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: it, its
* **Agreement in Gender**
  + Derrick Davis performs his hoop dances.
  + Laurel Mansfield teaches her students at Hopi High.
* **Don’t use only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronouns when you mean to refer to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ genders.**
  + Incorrect: Each dancer has \_\_\_\_\_\_\_\_\_\_\_ favorite moves.
  + Correct: Each dancer has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ favorite moves.
  + Correct: The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ favorite moves.

Lesson 8: Indefinite-Pronoun agreement

* **An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun does \_\_\_\_\_\_\_\_\_\_\_\_ refer to a specific person, place, thing, or idea.**
  + Indefinite pronouns often do not have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Nothing lasts forever.
    - Anyone can make a time capsule.
  + Some indefinite pronouns are always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, some are always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and some can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ singular or plural.
* **Indefinite Pronouns**

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Another | everything | both | all |
| anybody | much | few | any |
| anyone | neither | many | most |
| anything | nobody | several | some |
| each | No one |  | none |
| either | nothing |  |  |
| Everybody | one |  |  |
| Everyone | Somebody |  |  |
| Someone | something |  |  |

* **Singular Indefinite Pronouns**
  + Use a singular \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun to refer to a singular \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun.
    - Everyone added his or her favorite item to the capsule.
    - One of the girls put her soccer ball in the box.
* **Plural Indefinite Pronouns**
  + Use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ personal pronoun to refer to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ indefinite pronoun.
    - Many contributed their favorite CDs or video games.
    - Few realized that their electronics may become completely outdated.
* **Singular or Plural Indefinite Pronouns**
  + Some indefinite pronouns can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ singular or plural.
  + The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the indefinite pronoun will often tell you whether it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - Some of the time capsule looks like it is very old.
    - Some of the time capsules list their contents outside.

Lesson 9: Pronoun Problems

* **We and Us with Nouns**
  + The pronoun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is sometimes followed by a noun that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the pronoun. (we students, us students)
  + Use \_\_\_\_\_\_\_\_\_\_ when the pronoun is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - We humans don’t always appreciate trees.
  + Use \_\_\_\_\_\_\_\_\_\_\_ when the pronoun is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Trees can feed and shelter us humans.
* **Choosing we or us**
  + Some trees depend on (us/we) humans for survival.
    - Drop the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the sentence.
      * Some trees depend on (we/us) for survival.
    - Decide whether the pronoun is used as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In this sentence, the pronoun is the object of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on.
      * Some trees depend on us for survival.
    - Use the correct \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
      * Some trees depend on us humans for survival.
* **Unclear reference**
  + Be sure that each personal pronoun refers clearly to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ person, place, or thing.
  + If there is any chance your reader will be confused about whom or what you are talking, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - Confusing: Sara and Anne want to become tree farmers. She works after school at an orchard.
    - Clear: Sara and Anne want to become tree farmers. Anne works after school at an orchard.

Lesson 10: More Pronoun Problems

* **Using Pronouns in Compound**
  + Pronouns sometimes cause difficulty when they are parts of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *I, she, he, we,* or *they* in a compound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or with a predicate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Greg and she decided to learn more about Sacajawea.
    - The researchers were Polly and I.
* **Use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pronoun *me, her, him, us,* or *them* in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  + Her story has always fascinated Polly and me.
  + The research was divided between Greg and her.
* **To choose the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a pronoun in a compound part, read the sentence with only the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the compound part.**
* **Mentally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the other pronoun or noun.**
* **Then choose the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  + My grandmother told the story to Ron \_\_\_\_\_\_\_\_\_\_\_\_ (me/I).
* **Phrases that Interfere** 
  + Sometimes a group of words comes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that refers to it.
  + Don’t be confused by the words in between.
    - Sacajawea, who guided Lewis and Clark, never lost her way.
    - About 40 men started up the Missouri River on their voyage.